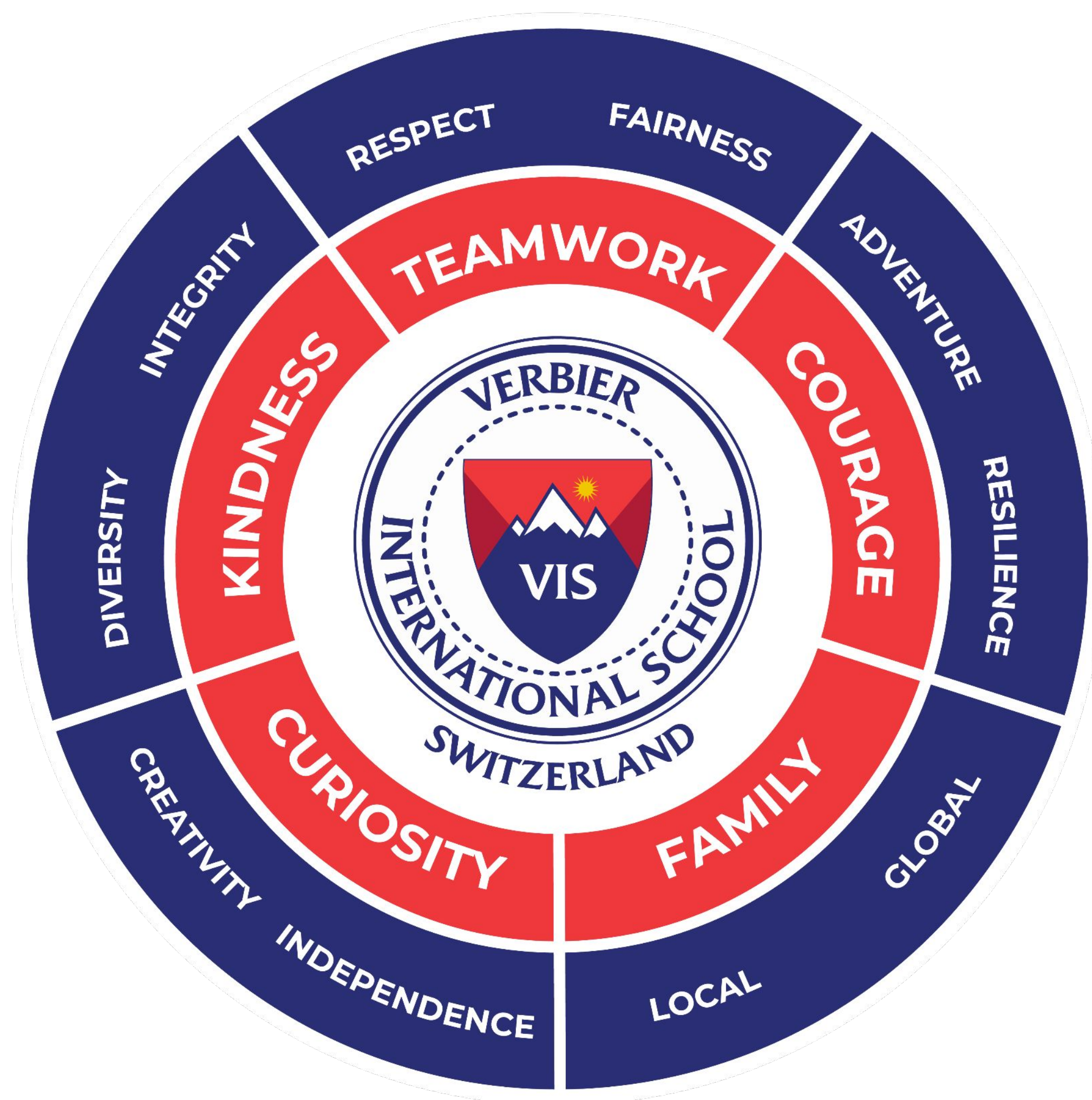




Curriculum Guide

CLASS C, Cycle 2

The VIS Guiding Principles



How our Guiding Principles are expressed at school

Kindness: Diversity and Integrity

We show **kindness** in all our interactions with others. We celebrate the **diversity** of different cultures, languages, ideas and act with **integrity** according to our principles.

Courage: Adventure and Resilience

We take **courage** to make bold choices, bring an **adventurous** spirit to endeavours and **resilience** to perceived failure.

Curiosity: Creativity and Independence

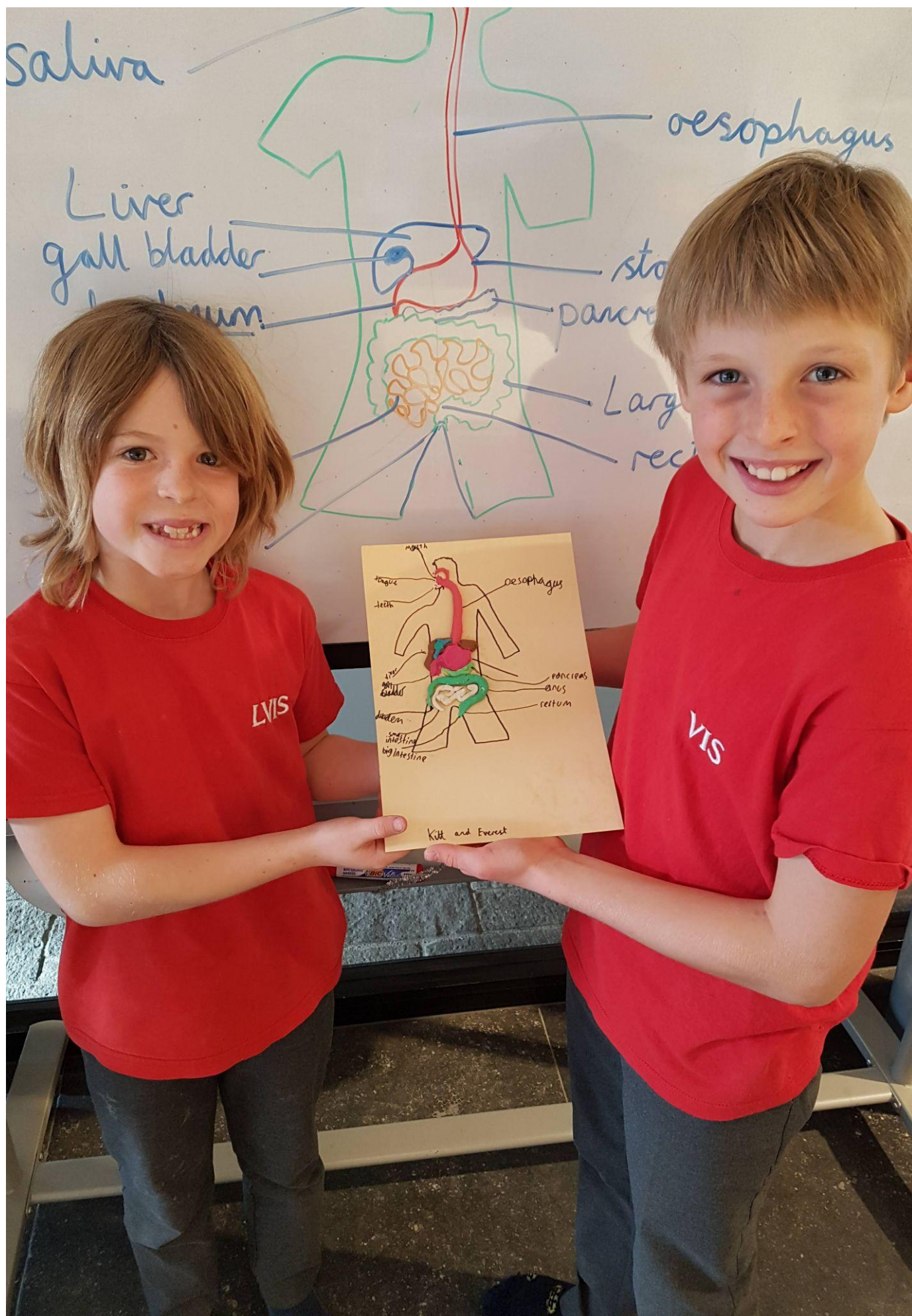
We aim to be **curious** about the world around us, show **creativity** in our pursuits and enquire with **independence** in thought and action.

Family: Local and Global

We care for each other and humanity as a **family** in both **local** and **global** contexts.

Teamwork: Respect and Fairness

We strive to support each other through **teamwork** in a **respectful** and **fair** way.



Year 3 and 4 Education

Ethos

In Class C, our programme is engaging, hands on and varied. The children learn all subjects from the English National Curriculum in interactive and diverse ways, where they are encouraged to develop their skills without a fear of making mistakes. We aim to encourage the children to try their best and build resilience and autonomy in their learning. Children are supported and encouraged to follow our guiding principles: kindness, teamwork, courage, curiosity and family.

We greatly value progress in the classroom, yet understand learning takes place in a variety of settings. One morning per week, Class C are given the opportunity to go to Forest School for some outdoor learning. The children are also strongly encouraged to take part in the vast range of extra-curricular activities offered after school and at lunchtimes. This includes art performing arts, a huge variety of sports, and other creative activities. In the Winter Term, children also have the opportunity to ski.

We have high expectations for the children and we try to enable them to find a love for learning that they will continue to have throughout their lives. Class C provides children with a platform for them to develop into the best version of themselves.

Learning Support

At VIS, we recognise that no student is the same. VIS offers a range of supportive interventions. The Learning Support department can assess students and will provide effective one-to-one assistance and in-class support where required.

At VIS we have an inclusive classroom culture where we value each child's strengths. Our goal is to provide an environment where pupils can build the skills they need to learn with confidence and curiosity. Alongside our teaching staff our SEND/Learning Support Department provides specialist, small group, or one-to-one teaching and support to students with a variety of mild learning needs. Individual plans and personalised targets are set and reviewed for as long as is appropriate to ensure each child can reach their potential.

English

English language and literature

Course Overview

English in Class C enables children to develop their reading and writing skills. They are given opportunities to read a range of text types, develop their vocabulary and improve their grammar. Children are taught the importance of grammar and the structure of writing, alongside how to give detail in order to interest and entertain the reader. In Class C, we learn to write in many different genres, both fiction and non-fiction, including: recounts, persuasive writing, play scripts, poetry, story writing, letters, diaries, newspapers, biographies, non-chronological reports, and grammar exercises.



Reading

In Class C, we encourage children to find a love for reading, as reading develops their imagination, vocabulary and therefore their writing ability. Children also read in groups with children of a similar reading ability to them; they practise their decoding skills, learn to answer comprehension questions and develop inference skills.

Example texts may include:

Autumn Term	Winter Term	Summer Term
The True Story of the Three Little Pigs	Boy	The BFG
Hetty Feather	Mr Majeika	George's Marvellous Medicine
Esio Trot	Lily Alone	The Twits
The 3 Little Witches	Pirates Picnic	Erik the Viking
Weird School Day	Fairy Tales	The Loch Ness Monster Spotters

Maths

Course Overview

In Class C, sometimes students are taught together and at others they are taught in ability groups. This provides students with the best opportunity to succeed in maths, whether they need more support or further challenge.

We aim to get all children to like maths by making lessons fun, engaging and step-by-step, in order to build their confidence and therefore their joy for the subject.

Over the course of the academic year, key maths topics and the four operations are re-visited to build on and consolidate their knowledge, while they continue to learn entirely new content.

The content below is a mix of the Year 3 and Year 4 curriculum.

	Autumn Term Topics			
Place Value	Addition and Subtraction	Shape, Space and Measure	Multiplication and Division	Fractions and Decimals
Place value of 3 and 4 digit number	Bonds to hundreds and multiples of 100	Units of time	Year 3 Multiply by 3, 4, 5 and 10 Year 4 Multiply by 6 and 9	Finding fractions of shapes and amounts
Placing numbers on number lines	Count up to find the difference	Telling the time to 5 minutes and to the minute	Doubling and Halving odd and even numbers using partitioning	Unit Fractions
Rounding to the nearest 10, 100 or 1000	Adding and subtracting 2, 3 or 4 digit numbers using a formal written method	Calculating Time Intervals	Multiplying 2 digit numbers by 1 digit numbers using the grid method	Equivalent Fractions
Place value of money	Choosing strategies for addition and subtraction	Measuring length in Metres Centimetres and millimetres	Division with remainders	Year 4: Decimal fractions
	Adding several numbers	Measuring capacity in millilitres and litres		



Maths continued

	Winter Term Topics				
Place Value	Addition and Subtraction	Shape, Space and Measure	Multiplication and Division	Fractions and Decimals	
Place value of 3 and 4 digit number	Add and subtract multiples of 10 and 100	Recognise acute, obtuse and right angles	Mental multiplication and division methods	Finding non-unit fractions of 2- and 3-digit numbers	
Multiplying and dividing by 10 and 100	Add and subtract mentally using partitioning and	Properties of 2D shapes and finding perimeters	Sorting multiples	Identifying fractions and their values	
Counting in 25s, 50s, and 100s	Subtract amounts of money by counting up	Parallel and perpendicular lines; relating angles and turns	Year 3: multiplying and dividing by 4 and 8 Year 4: Using factors to multiply and divide	Finding fractions of amounts	
Place value and rounding on a number line	Subtract to find change from £10, £20 and £50	Time intervals. Year 4: 24 hour clock	Year 4: multiplying and dividing 2- and 3- digit numbers by 1 digit numbers		
Place value of 3 digit and 4 digit numbers and ordering numbers	Addition and subtraction of 3 or 4 digit numbers using formal written methods	Lines of symmetry	Multiplying using the grid method		



	Summer Term Topics				
Number and Place value	Addition and Subtraction	Shape, Space and Measure	Multiplication and Division	Fractions and Decimals	
3, 4 and 5 digit numbers	Adding Formal Written Methods for addition and subtraction for up to 4 digit numbers	Interpret and present data using bar charts, pictograms and line graphs	Mental methods for multiplication and division	Y4 Understand decimals	
Negative Numbers	Adding money and finding change	Understand properties of 2D shapes	Formal written methods for both multiplication and division	Y4 Count on in tenths and hundredths	
Multiplying and dividing by 10 and 100	Mental methods for addition and subtraction	Convert between different units of measure	Solve number problems and practical problems involving the 4 operations	Y4 Rounding Decimals	
Round any number to the nearest 10, 100 or 1000	Applying knowledge to solve word problems.	Calculate the area and perimeter of compound shapes	Recall multiplication and division facts for multiplication tables up to 12 × 12 by end of Year 4	Equivalent Fractions and decimals	
		Describe positions on a 2-D grid as coordinates in the first quadrant and describe movements between positions as translations to complete polygons	Use factors to multiply	Adding Fractions and Finding Fractions of amounts	

Science



Course Overview

In Class C, we aim to explore children's curiosities and ideas scientifically. In order to answer questions, we investigate in a range of ways. This includes setting up different practical enquiries and fair tests, observing experiments, taking measurements and using simple scientific equipment. Children learn to explain themselves with scientific vocabulary, record and present data, draw and label diagrams and to present what they have learnt in a variety of ways. They will learn to make predictions, work as a team, analyse their experiments and suggest how they can improve. Their practical evidence will help them to justify findings and they will have a lot of fun in the process.

Science Topics

Autumn: In the Autumn term, we focus on *Electricity* and *Light and Shadow*. The children will learn about components, types of circuit, switches, conduction and insulation, and electrical safety. They also learn about light, reflection, light sources, how light enters the eyes, and types of materials that light can or cannot pass through.

Winter: In the Winter term, our topics include *Sound* and *Forces and Magnets*. We learn about particles and vibrations, pitch, frequency and amplitude, as well as about magnetic forces. Both topics lend themselves to a wide range of fun experiments and investigations.

Summer: In the Summer term, the children will learn about *Plants*, how they grow and transport water, their parts, and their life cycles. The children will grow plants and observe their findings from their investigations.

Topic



Course Overview

In Class C, our Topic lessons include either a geography or history focus each term. Our curriculum is cross-curricular so we weave the topics into as many other lessons as we can. This often includes English, science, music, art, Forest school and even maths. The children's work will be based around our core topic for the term so they learn about it in more depth.

Topics

Autumn: We will start the year learning about the *Victorian era* of time. This will include what life was like for children, jobs and the workhouse, how it was going to school, different levels of wealth, toys compared to now, Queen Victoria and a Victorian Christmas. We also have a Victorian day where the children will dress up and go to school as a Victorian child.

Winter: In the Winter term, we will learn all about *The Vikings*. In our Vikings topic, we will learn about different Viking myths and gods, mythology, why the Vikings were important in history, battles, and how people lived their daily lives.

Summer: In Summer, our topic will be *Explorers and Adventurers*. We combine history and geography by will learning about a range of discoveries in different time periods and in different locations all over the world. We will also go on an imaginative expedition of our own and become explorers, using what we have learned to help us prepare.

Art and Design



Course Overview

In art, throughout the year the children experiment with using a range of different materials. They create 2D and 3D pieces, mostly based on either our termly topic or on a famous artist, where we try to replicate their style.

Topics

William Morris, Viking Gods and long boats, Picasso, Leonardo Da Vinci, Explorers, frozen landscapes, islands and explorers.

Mediums

The children will make progress with their drawing and learn to sketch and shade. They will also paint with poster paint, watercolour and acrylic. In addition they will learn to print, as well as using pastels and oil pastels.

For 3D projects, they will use papier maché, card, clay, recycled materials and more, to add texture to their work. 3D projects are often child-led, allowing children to be creative and autonomous.

Music



Course Overview

Our music lessons focus on learning rhythms and understanding simple musical notation and vocabulary. We listen to different styles of music and learn to identify different instruments. Importantly, children learn to discuss how different music makes them feel and what it means to them.

In music classes, we play several different instruments, including xylophones, recorders, drums and other percussion instruments. The children learn a mix of known songs and create their own compositions.

We aim to build children's confidence in performing either solo, in a duet, or in a group, and listening to and supporting each other.

Additional Classes

In addition to the core programme above, the children have the opportunity to take private lessons in piano, violin, and singing, and other instruments by request.

Physical Education

Course Overview

The Physical Education (P.E.) curriculum at VIS is shaped by our environment and the seasons. It is designed to grow skills and abilities that are relevant to our geographic location and makes the most of local opportunities and infrastructure. P.E. is a compulsory subject for all students and aims to develop leadership, teamwork and respect for each other and the environment. P.E. at VIS it is a core part of our holistic educational offering.



Topics

Autumn Term:

- The P.E. course includes skills for life, team sports, outdoor and adventurous activities and swimming.

Winter Term:

- Skiing, skiing academy: race, freeride

Summer Term:

- The P.E. course includes skills for life, gymnastics, dance, yoga, outdoor sports, swimming and surfing.

PSHE



Course Overview

PSHE follows the Jigsaw programme, designed for 9-11 year olds. The programme holds children at its heart, and aims to equip them for happy, healthy lives, and to be effective learners.

While we do complete some written work, it mostly involves adult-guided conversations.

Our sessions include our school's guiding principles: kindness, teamwork, courage, curiosity and family are discussed in these sessions, which often take place in Forest school.

Computing



Course Overview

VIS provides each Class C student with their own ipad, and they use these for a variety of activities. They begin to build up their typing skills and ability to access information using a search engine.

We use apps such as *Book Creator*, *Stop Motion Studio*, *Scratch* and *Codemonkey* to help children develop their digital literacy in a fun and interactive way.

FOREST SCHOOL

Learning outside the classroom

VIS aims to provide our students with a first-class, well-rounded education while being immersed in a beautiful and safe mountain environment. Critical thinking, creativity and open-mindedness to the cultures and beliefs of others inspire learning at our school. With a strong emphasis on sports and the arts, we believe in developing the personality of each student and helping them to become principled global citizens.



In Class C, the children go into the forest once a week.

Through a wide variety of activities, the children learn:

- higher self-esteem,
- risk management,
- safety awareness,
- physical skills,
- independence,
- communication and teamwork

Forest school has a mix of guided activities as well as free play, in which the children learn a great deal from being in a different environment.

FRENCH

<p><u>Niveau A1 du CECR (beginners)</u></p> <p>Objectifs de communication:</p> <ul style="list-style-type: none">• Parler de soi• Interviewer un camarade• Dire comment on va à l'école• Dire ce qu'on met dans la valise pour partir en voyage• Situer un pays ou une ville• Décrire quelqu'un• Décrire les objets• Identifier les pièces de la maison• Localiser• Souhaiter quelque chose à quelqu'un• Comprendre et raconter l'histoire	<p><u>Niveau A1.2 du CECR (beginners)</u></p> <p>Objectifs de communication:</p> <ul style="list-style-type: none">• Parler de ses activités quotidiennes• Demander et dire l'heure• Situer dans le temps• Parler du temps qu'il fait• Exprimer une sensation• Donner un conseil• Situer/s'orienter• Demander/indiquer un chemin• Caractériser des comportements• Dire où on habite	<p><u>Niveau A1.2 du CECR (beginners)</u></p> <p>Objectifs de communication:</p> <ul style="list-style-type: none">• Dire ce qu'on prend au petit déjeuner• Identifier les ingrédients d'une recette• Identifier et nommer les étapes d'une recette• Dire où l'on fait ses courses• Communiquer dans un magasin• Comprendre une invitation• Décrire un paysage• Parler de ses projets de vacances• Identifier les saisons/les caractériser• Identifier les mois de l'année/les caractériser• Planifier un voyage
<p><u>Niveau A2.1 du CECR (intermediate)</u></p> <p>Objectifs de communication:</p> <ul style="list-style-type: none">• Parler de ses projets• Décrire les photos et les paysages• Présenter un site touristique• S'orienter• Parler des activités des pirates• Décrire quelqu'un, parler de son caractère• Décrire un bateau pirate• Parler de ce qu'on fera plus tard• Situer dans l'espace et dans le temps• Comprendre des informations donnée par audio guide• Passer commande dans un restaurant• Comprendre un petit texte documentaire• Parler des actions passées• Raconter ses rêves	<p><u>Niveau A2.1 du CECR (intermediate)</u></p> <p>Objectifs de communication:</p> <ul style="list-style-type: none">• Identifier, décrire et caractériser des animaux• Catégoriser les animaux• Comprendre une interview radiophonique• Identifier et expliquer un phénomène• Comprendre un texte documentaire• Donner des conseils ou des instructions• Comprendre et donner des informations sur un pays• Décrire des personnes et leurs activités• Identifier différentes langues parlées• Dire ce que l'on sait faire• Raconter les événements passés	<p><u>Niveau A2 du CECR (intermediate)</u></p> <p>Objectifs de communication:</p> <ul style="list-style-type: none">• Parler de ce que l'on a déjà ou pas encore fait• Communiquer dans un magasin pour faire un achat• Raconter une excursion• Exprimer un sentiment ou une perception• Comprendre une affiche publicitaire• Décrire des personnes, exprimer une comparaison• Exprimer une ressemblance• Caractériser des lieux• Exprimer un point de vue• Exprimer un engagement• Exprimer l'origine de quelque chose ou de quelqu'un• Comprendre un petit texte narratif
<p><u>Niveau B1 du CECR (Natifs)</u></p> <p><u>Compréhension et production de l'écrit:</u></p> <ul style="list-style-type: none">• Lire et écrire des textes d'usage familial et scolaire et s'approprier le système de la langue écrite<ul style="list-style-type: none">◦ L'album à compléter <p><u>Compréhension et production de l'oral :</u></p> <ul style="list-style-type: none">• Comprendre et produire des textes oraux d'usage familial et scolaire <p><u>Conjugaison</u></p> <ul style="list-style-type: none">• Présent des verbes en -ER• Présent des verbes être, avoir, aller <p><u>Grammaire</u></p> <ul style="list-style-type: none">• La phrase (affirmative/négative) + interrogative• Les genres et les nombres<ul style="list-style-type: none">◦ Masculin/féminin◦ Singulier/pluriel <p><u>Orthographe</u></p> <ul style="list-style-type: none">• Les correspondances entre sons et lettres• La valeur des lettres (S ou SS?)• Le féminin des noms	<p><u>Niveau B1 + du CECR (Natifs)</u></p> <p><u>Compréhension et production de l'écrit:</u></p> <ul style="list-style-type: none">• Lire et écrire des textes d'usage familial et scolaire et s'approprier le système de la langue écrite <p><u>Compréhension et production de l'oral :</u></p> <ul style="list-style-type: none">• Comprendre et produire des textes oraux d'usage familial et scolaire <p><u>Conjugaison</u></p> <ul style="list-style-type: none">• Le présent des verbes dire, faire et venir• Le futur des verbes du 1er groupe + être et avoir <p><u>Grammaire</u></p> <ul style="list-style-type: none">• Les classes de mots<ul style="list-style-type: none">◦ Verbes◦ Nom propres/Noms communs◦ Articles et autres déterminants◦ Les adjectifs qualificatifs◦ Les pronoms personnels <p><u>Orthographe</u></p> <ul style="list-style-type: none">• Homonymes: (a/à; sont/son; est/et; ont/on; ou/où)• Accord du nom	<p><u>Niveau B1 + du CECR (Natifs)</u></p> <p><u>Compréhension et production de l'écrit:</u></p> <ul style="list-style-type: none">• Lire et écrire des textes d'usage familial et scolaire et s'approprier le système de la langue écrite<ul style="list-style-type: none">◦ Le récit de vie <p><u>Compréhension et production de l'oral :</u></p> <ul style="list-style-type: none">• Comprendre et produire des textes oraux d'usage familial et scolaire <p><u>Conjugaison</u></p> <ul style="list-style-type: none">• Révision du présent et du futur• Imparfait des verbes du 1er groupe• Imparfait des verbes être, avoir et aller <p><u>Grammaire</u></p> <ul style="list-style-type: none">• Les fonctions<ul style="list-style-type: none">◦ Identifier le verbe et le sujet◦ La notion de circonstance : où et quand ?◦ La notion de circonstance : quand et comment ? <p><u>Orthographe</u></p> <ul style="list-style-type: none">• Accord de l'adjectif• Le pluriel des adjectifs• Autres accords





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